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ABSTRACT

Family structures are changing because of the divorce rate. Three types of family structures can be identified: (1) intact families with children living with both natural parents; (2) single parent families with children living with one natural parent; and (3) blended families with children living with one natural parent and one step parent. A study was conducted to examine the differences in children's self-concepts and their concepts of the adults they live with in relation to family structure. Gender and grade differences were also examined. Participants (N=404) were students in grades 2-5 with approximately equal numbers of girls and boys, all of middle to high socioeconomic status. The Personal Attribute Inventory for children, consisting of 24 negative and 24 positive descriptors from which subjects choose 15 words that best describe a designated person or group, was used to assess interpersonal and intrapersonal evaluations. Few differences on self-concept and concepts of parents were found. No statistically significant differences related to gender or grade were found. Specific feelings reported were different, with children of single parents evaluating themselves as less calm and less complaining but more afraid and nicer than other children. Children from intact families rated themselves as calmer, healthier, stronger, and wiser than other children. It is suggested that further research should examine the relationship between children's self-concept and the level of conflict in their families. (ABL)

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A COMPARISON OF CONCEPTS OF SELF AND PARENTS AMONG ELEMENTARY SCHOOL CHILDREN IN INTACT, SINGLE PARENT, AND BLENDED FAMILIES

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The structure of family life in the United States is becoming increasingly more diverse. At this time, it has been estimated that 50% of marriages end in divorce; the majority of these divorced individuals remarry. Thus three types of family structures are emerging as predominant: intact families (children living with both natural parents), single parent families (children living with only one of the natural parents), and blended families (children living with one natural parent and one step-parent). Children are living in a variety of family circumstances which may influence their feelings about themselves and the adults with whom they live. Perception of self (self-concept) and perception of significant others in the child's life are considered to provide an index to the child's social-emotional health. In a Parish and Taylor (1979) study, family structure has been associated with differing levels of self-concepts with the results indicating that children from single parent and blended families demonstrate significantly lower self concepts than do children from intact families. The purpose of this paper is to examine the differences related to family structure (i.e., intact, single-parent, blended) in children's perception of themselves and the adults with whom they live. Secondary purposes were to examine differences in self-concept related to gender and grade and the relationships between self concept and concept of parents by family structure. Thus the following hypotheses were tested:

1) There will be no significant differences in children related to the three family types.

2) There will be no significant difference in concepts of self or parents dependent on the three family types as related to gender.

3) There will be no significant differences in concept of self or parents dependent on the three family types as related to grade.

4) There will be no significant relationship between individuals' concept of themselves and their concepts of their parents as related to family types.

REVIEW OF RELATED RESEARCH

Rationale for Assessing Children's Perceptions of Themselves and Their Parents

Self-concept (perception of self) has been defined by Dusek and Flaherty (1981) as a personal theory of the self. An individual's self-concept is considered by both professionals and laymen to be quite an important element in his/her social/emotional health. Over 100 years ago, Thoreau noted that public opinion is a weak tyrant compared to one's own private opinion. Findings from recent research studies have also indicated that self-concept is a good index of one's mental health (Kappes, 1980). Thus, assessing the child's self-concept appears to be an appropriate index for assessing his/her level of social/emotional functioning.

Rationale for Assessing Children's Perceptions of Parents Behavior

Ausbel, Balthazar, Rosenthel, Blackman, Schpoort and Welkourtz (1945) have suggested that a crucial element in the parent-child relationship is the perception of the parents held by the child. Further, other researchers (Croppelman & Schaefer, 1963; Medinnus, 1965; Schaefer, 1965; Seigelman, 1965; and Symonds, 1939) have suggested that the perceived rather than the actual parent behavior is more closely related to the psychological/emotional adjustment of the child. Therefore, assessment of children's perceptions of their familial environment via their concepts of the adult with whom they live appears to be an appropriate method for examining their intra-family relationships.

Children's Self-Concepts as related to Membership in Intact, Single Parent, and Blended Families

Prior research concerning the self-concepts of children from single parent or blended families has yielded conflicting results. Several studies have indicated differences in self concept as related to family type, with the children in intact families describing themselves as having better self-concepts. Parish & Young (1977) using the Personal Attribute Inventory for Children (PAIC) found significantly lower self-concepts in children from single parent homes as compared to intact families. In addition, Parish and Taylor (1979) also using the PAIC, in a sample of 406 children grades 4-8, found significantly lower self-concepts in children in blended families as compared to

intact families. Parish, Dostal, and Parish (1981), assessing the self-concepts of 284 children in grades 5-8 found that boys from unhappy, single parent homes demonstrated significantly lower self-concepts than children from any other group. Also, they found that children from blended families demonstrated somewhat lower self-concepts than those from intact families and somewhat higher self-concepts than those from single parent homes. These differences were not, however, statistically significant. Coddington, (1972) in studying life-change events, found that divorce and separation ranked highest in the degree of social readjustments necessary for elementary-age children. Other researchers, (Heatherington, 1972; Atkinson & Ogston, 1974; Kelly & Wallerstein, 1977; and Wallerstein & Kelly, 1980) have reported that divorce usually has a negative impact on the self-concepts of children of all age groups.

However, the concept that divorce and/or remarriage has a negative impact on children's self-concepts has not been supported by all research results. Results form the National Opinion Research Center's 1972 General Social Survey indicated few differences in self-concept between children from blended families (n = 122) and children from intact families (n = 2,749). Further, in studies by Raschke and Raschke (1979) and Parish, Dostal, and Parish (1981) no significant effect of family structure on children's self-concept was found. In both of these studies, the researchers did find that the child's perception of his/her family as happy or unhappy was more related to

his/her self-concept than the type of family in which the child lived. Parish and Taylor (1979) reported that grade school children from single parent homes demonstrated lower self-concepts than children from blended families. These findings were interpreted to mean that the presence of a father figure in the home may attenuate and/or compensate for at least some of the detrimental effects associated with divorce and subsequent father loss.

Children's Concepts of Parents as Related to Membership in Intact, Single Parent and Blended Families

Children's perceptions or evaluations of their parents are often considered as an important index of the quality of the intra-family relationships. Again, research reported yield conflicting results when children's perceptions of parents are examined according to family structure some prior research has indicated that children from single parent and blended families often have more difficulty adjusting to life than do those from intact families, especially in terms of changes in parent-child relationships as a result of change in family structure. Parish and Kappes (1980) found, in a sample of 421 college students, that individuals from single parent homes as a result of divorce consistently evaluated parents more negatively than did those from intact families or single parent families as a result of death. Further, Parish and Dostal (1980) in a sample of 738 children in grades 3

through 8 found that children from blended families evaluated their mothers less postively than did other groups. Browerman and Irish (1962) have reported that the child's level of affection for the remaining parent alters after remarriage. Some researchers, however, have found that remarriage (the creation of a blended family) alters both the impact of divorce on the child and that child's evaluation of his/her parents (Parish & Dostal, 1980).

Methodology

Sample

The sample for the study was comprised of 404 elementary school students in grades 2 through 5 of which 202 were boys and 200 were girls, with two individuals not identifying their gender.

Of the sample, 272 children lived in intact families, 91 children lived in single parent families, and 41 lived in blended families. For the purposes of this study, a child who lived with either his/her mother or father was classified as living in a single parent family. In addition, a child was described as living in a blended family whether he/she lived with a stepfather or a stepmother. Students were drawn from a school system located in a suburb of a large metropolitan city in Alabama. The socio-economic status of the sample can be classified as middle to high, due to the few number of students who receive free lunch. Parental permission to participate in the study

was obtained for each child.

Procedures

A causal-comparative research design was used to examine the null hypotheses. All children were administerd either two or three forms of the Personal Attribute Inventory for Children (PAIC), depending on their family structure. Children from intact families were asked to evaluate themselves and both of their natural parents. Children from single parent homes were asked to evaluate themselves and the parent with whom they live. Children from blended families were asked to evaluate the natural parent and the step-parent. In addition, a researcher-developed demographic data sheet was completed by each student. The PAIC was administered to groups of 20 students at each of three elementary schools in the school district. The total length of time for testing for each subject was 20 minutes.

Instrumentation

The instrument used in this study, the Personal Attribute Inventory for Children (PAIC), was developed by Thomas S. Parish and James C. Taylor in 1978 (see Appendix A). The PAIC was designed as a useful inventory for assessing both interpersonal and intrapersonal evaluations. This instrument consists of 24 positive and 24 negative descriptors from which the subject is asked to select 15 words which best describe a designated person or group. The scoring for the instrument consists of summing the total amount of positive words checked, ranging from 0 - 15

positive words (Rankin and Parish, 1981). A higher score is associated with a more positive self-concept.

The adjectives on the Personal Attribute Inventory were selected from the 300 items on Gough's (1952) Adjective Checklist. The PAIC was modeled after the Personal Attribute Inventory (PAI) which was developed as a self-concept scale for adults. Parish and Eads (1977) demonstrated the reliability and validity of the PAI in assessing the self-concepts of young adults. Since the PAIC was useful, a similar scale was created to assess children's self concepts.

Through the use of various sources (e.g., Finely and Staats, 1967; Parish, 1972; Parish, Bryant and Shirazi, 1976; Staats, and Staats, 1957; Williams, 1971), a pool of more than 100 positive adjectives and 100 negative adjectives was derived, which had been previously found to be readily understood by elementary school children. From this word pool, exactly 24 positive adjectives and 24 negative adjectives were randomly selected for inclusion in the PAIC.

The normative data for the PAIC was reported by Rankin and Parish (1981) in a study of 1050 children in Grades 5 to 8 from 15 different school districts in Kansas. Mean scores for the self-concept of boys and girls were 12.01 and 12.41 respectively. Mean scores for concept (perception) of the mother was 14.11 for boys and 14.02 for girls while mean scores for perception of the father were somewhat lower - 13.49 for boys and 13.64 for girls.

Reliability and validity data were obtained on a total of

75 elementary school children in an elementary school located in the midwestern United States. In order to establish evidence of the test-retest reliability, the children were administered the PAIC and the Piers-Harris Self Children's Self Concept Scale (PHCSCS) during two testing sessions, with one month between testing sessions. The test-retest reliability for the PAIC was .73 ($p < .001$). Additional examination of this reliability data indicates that the PHCSCS was more reliable for third grade children than was the PAIC (.86 and .61 respectively). However, at the sixth grade level, the two instruments appeared to be equally reliable (PHCSCS, $r = .85$, PAIC, $r = .83$).

Evidence of the validity of the PAIC was established in two ways. First, the adjectives were selected from a pool of items developed by a panel of experts in an attempt to establish content validity. Second, the children's scores on the PAIC were correlated with their scores on the PHCSCS. Correlation coefficients ranged from .58 to .86 with all correlations except for sixth grade females being significant beyond the .001 level. The PAIC correlated significantly with the concurrent criterion variable, PHCSCS. The correlations of the PAIC with the PHCSCS were similar to concurrent validity correlations noted between the PHCSCS and other self-concept scales described in the PHCSCS test manual (Piers, 1969). Thus, the PAIC was considered to be a reliable and valid instrument for assessing self-concept in children.

RESULTS

A descriptive analysis of the data indicates that the grand mean score for self-concept for boys was 12.63 and for girls was 12.81. The mean scores from the normative sample for the PAIC for self-concept of boys and girls were 12.01 and 12.41 respectively. Thus the total sample was similar in self-concept to the normative sample except that the boys and girls used in the sample in this study evaluated themselves slightly more positively than did the group used in the normative sample.

Results of the tests for the four null hypotheses will be discussed. In order to examine the data, analyses relating to each of the null hypotheses, will be discussed separately.

HYPOTHESIS 1: There will be no significant differences in concepts of self or parents related to the three types of family structure.

The hypothesis related to concept of self was tested using a one-way analysis of variance procedure. The results indicate that there were no significant differences in self-concept among children who are members of the three types of families. An inspection of mean scores indicate that, while the mean scores are similar in magnitude, children from single parent homes evaluated themselves slightly more positively and were more similar with their self evaluations than were children of the other two types. These data are presented in Tables 1 and 2.

Insert Table 1 about here

Insert Table 2 about here

The Kruskal-Wallis analysis of variance procedure was used to examine differences in childrens descriptions of their concepts of their mothers. Results indicate that membership in a particular family structure did not result in differing evaluations of the mother. (Table 3 presents these data.) Fathers were also evaluated similarly by respondents in each of the three types of family structure. No significant difference in mean scores for these groups was found using an analysis of variance procedure. (see Table 4). These data reflect similarity in the evaluations of self and parents in the three family types.

Insert Table 3 about here

Insert Table 4 about here

HYPOTHESIS 2: There will be no significant difference in concepts of self or parents dependent on the three family types related to gender.

In order to examine the hypothesis related to concept of self, a two-way analysis of variance procedure was used. Results indicate that no significant differences in self-concept between boys and girls are related to family type exist. Thus, boys and girls within the three family structures do not evaluate themselves differently. Table 5 present these data.

Insert Table 5 about here

When differences in concepts of mother among family types was assessed, no statistically significant results were found. A Kruskal-Wallis analysis of variance procedure was utilized as the assumption for homogeniety of variance needed for using the ANOVA technique was not met. (see Table 6)

Insert Table 6 about here

In order to examine the differences in concepts of father related to gender by family type, a two-way analysis of variance procedure was used. Results indicate no significant differences in concept of self or parents dependent on family type related to gender (see Table 7).

Insert Table 7 about here

HYPOTHESIS 3: There will be no significant differences in concept of self and parents dependent on the three family types as related to grade.

This hypothesis was examined using a two-way analysis of variance technique. Results indicate that a significant difference does exist in the children's self-concept between grades ($p < .05$), but that this difference is not related to family structure. Inspection of the mean scores indicates that self-concept in grade 4 is significantly different than self-concept at other grades. However, although the differences between mean scores are statistically significant, these differences are not practically significant (Eta Square = .02). (see Table 8)

Insert Table 8 about here

Neither the mean scores for concepts of mother nor father were significantly different related to family structure by grade. Differences which did exist were atrributable to grade rather than to family structure (see Tables 9 and 10). Thus concept of self or parents as dependent on family type were different only in that fourth graders had a higher self concept than did children at other grades. Thus hypothesis 3 is accepted.

Insert Table 9 about here

Insert Table 10 about here

HYPOTHESIS 4: There will be no significant relationship between individuals' concept of themselves and their concepts of their parents for the total sample and as related to family structure.

The Pearson Product Moment Correlation was used to assess the relationships between the total groups of children's concepts of themselves and their parents. Results indicate a statistically significant correlation between concept of one's self and one's mother; however, the magnitude of the correlation coefficient is low indicating little practical significance in the relationship. In examining the relationship between evaluation of one's father, a correlation coefficient of .03 ($p < .05$) was obtained. These data indicate that while children's concepts of themselves are more closely related to their concepts of their mothers than their fathers, the relationship is not practically meaningful.

When each type of family structure is considered separately, the highest correlation between concept of self and concept of a parent was for the correlation between mother and self in single parent families ($r = .55$, $p < .001$). Within intact families, the relationship between concept of self and concepts of the mother and the father were similar and were statistically significant ($r = .35$ and $r = .33$, $p < .001$ respectively). However, the magnitude of the correlation coefficients are low enough to

raise a question about the practical significance of the relationship. Children who live in families evaluated themselves least similar to their parents than children in the other two types of families (mother, $r = .20$, $p < .001$; father $r = -.24$, $p < .05$). These children evaluated themselves and their step-fathers quite differently (see Table 11).

Insert Table 11 about here

ADDITIONAL ANALYSIS

Considering the responses to each adjective by the three family groups was considered to be another important way to discern differences among the groups. An item-by-family structure analysis did yield interesting information. A difference of 10 percentage points was used as the criterion for the significant difference among the groups in their response to an item.

Adjectives in which the groups differed significantly were calm, healthy, gentle, afraid angry, complaining, helpful, honest, lovely, strong and wise. Children from single parent families described themselves as significantly less calm, more gentle, more afraid, less complaining, less honest, more lovely, nicer. Children from intact families evaluated themselves as significantly more calm, healthy, honest, strong, wise but as less nice. The children from the blended families rated

themselves as significantly more calm, helpful and honest, kind, angry, than those from single parent families. In addition, those from blended families described themselves as significantly less strong, wise, healthy. (see Table 12)

Insert Table 12 about here

DISCUSSION

These findings indicate few differences in self-concept and concepts of parents by family structure as measured by the PAIC. Further, no differences which were statistically significant related to gender or grade were observed in the concept of self or parents. Results of this study lend support to the idea that factors in children's environment (i.e., change in family structure) do not significantly affect their overall feelings about themselves or their parents.

Some specific differences in feelings about self were noted, however, in the specific adjectives endorsed by members of different family structure. For example, children from single parent homes evaluated themselves as less calm and complaining but more afraid and more nice than did children in other groups. It appears to be reasonable to assume, that for many children from single parent families, life is not as calm and stable as for a two-parent family, resulting in their experiencing greater

feelings of fear and anxiety than do children from other types of families. The fact that children from intact families rated themselves as calmer, healthier, stronger, wiser than other groups deserves mention. It was especially interesting to note that children from intact families described themselves as the "most healthy" group whereas children from the blended families described themselves as the "least healthy." It may be that feeling "less healthy" could be related to stress in the children's environment and could be their way of handling the stress factors related to living in a blended family.

In general, differences on all variables among the types of families were minimal. As has been mentioned, this indicates similarity in how children perceive themselves and their parents regardless of family structure. It may be, as these results indicate, that few differences among the groups do exist. However, it is also possible that the PAIC is not sensitive enough to effectively examine the differences which are present. The PAIC is comprised solely of a list of adjectives to be endorsed; an instrument of this type may not pick up subtle nuances of one's perception of self or others.

Since divorce and remarriage are considered to be stressful events in the life of the child, one would expect at least differences in perceptions of parents to exist. However, the fact that divorce and remarriage can both lessen the level of conflict in the child's family environment may be an important factor to consider. It may be, as some researchers have

suggested, that the perceived level of conflict in the home is a more pertinent factor in assessing children's concept of self and others than is the type of family structure in which the child lives.

The fact that the majority of children in this sample could be classified as in the upper middle to middle socio-economic level may have influenced these results. Often when divorce occurs in the middle socio-economic level, the children do not experience the effects of severe financial deprivation, as loss of family home and reduced standard of living. However, in the lower middle to lower socio-economic levels, children often have to leave familiar surroundings and may have to live with relatives. Relocation and change in standard of living would likely contribute to the level of stress felt by the children; many children in the middle socioeconomic level may be exempt from these particular stresses. Thus, these findings should be generalized only to children whose socio-economic status is the middle range.

Researchers wishing to further examine the influence of family structure or children's perceptions of themselves and their families should consider including an assessment of the level of conflict within the family. Another research consideration is considering the age of the child at the time of divorce/remarriage as a confounding variable. These researchers attempted to do this but the number of children in these two groups was not large enough to draw meaningful conclusions; thus examination of a large (greater than n = 150) sample of children from single

parent and blended families may yield more definitive results regarding the effect of age on the onset of the new family structure.

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Table 1. Descriptive Statistics for Concepts of Self and Parents by Family Structure

Family Type		Self		Mother		Father	
	n	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Intact	272	12.66	2.70	13.84	1.99	13.93	1.88
Single Parent	91	12.93	2.26	13.00	3.84	13.57	1.61
Blended	41	12.49	3.10	14.49	1.00	13.46	2.9

Table 2. Analysis of Variance Summary Table for Concepts of Self by Family Structure

Source	DF	SS	MS	F
Among Groups	2	7.2164	3.6082	.514 NS
Within Group	401	2812.6973	7.0142	
Total	403	2819.9136		

Table 3. Kruskal-Wallis Analysis of Variance Comparing Concepts of Mother by Family Stucture

Family Structure	Intact	Single Parent	Blended
Number	272	84	41
Mean Ranks	195.73	193.60	231.79

Chi-square = 3.756 NS

Corrected for Ties - Chi-square = 4.713 NS

Table 4. Analysis of Variance Summary Table Comparing Concepts of Father by Family Structure

Source	DF	SS	MS	F
Between Groups	3	13.50	4.50	1.09 NS
Within Groups	316	1303.71	4.125	
Total	319	1317.21		

Table 5. Analysis of Variance Summary Table for Concepts of Self dependent on Family Structure as related to Gender

Source	DF	SS	MS	F
Main Effects	3	13.80	4.60	.661
Family	2	10.68	5.34	.767 NS
Sex	1	3.12	3.12	.449 NS
Family X Sex	2	26.30	13.15	1.89 NS
Explained	54	40.11	8.02	1.153
Residual	396	2754.65	6.96	
Total	401	2794.76	6.97	

Table 6. Kruskal-Wallis Analysis of Variance Tables for Concepts of Mother by Family Structure

Description of Mother by Gender

Gender	Boys	Girls
Number	197	198
Mean Ranks	197.51	198.49

Chi-square = 0.007 NS
Corrected for Ties - Chi-square = .14 NS

Description of Mother by Family Structure

Family Structure	Intact	Single Parent	Blended
Number	272	84	41
Mean Ranks	195.50	195.50	229.39

Chi-square = 3.207 NS
Corrected for Ties - Chi-square = 61.715

Table 7. Analysis of Variance Summary Table for Concepts of Father related to Gender by Family Structure

Source	DF	SS	MS	F
Main Effects	3	8.75	2.92	.70
Family	2	8.08	4.04	.97
Sex	1	.25	.25	.06
Family x Sex	2	.90	.45	.11

Table 8. Analysis of Variance Summary Table for Concept of Self dependent on Family Structure Related to grade

Source	DF	SS	MS	F
Main Effects	5	67.46	13.49	1.94
Grade	3	60.23	20.08	2.89*
Family Structure	2	10.13	5.07	.72
Grade X Family	6	26.25	4.38	.63
Explained	11	93.71	6.96	
Residual	392	2726.20	7.00	
Total	403	2819.91	7.00	

Table 9. Kruskal-Wallis Analyses of Variance for Concept of Mother related to Family Structure to Grade

Grade	2	3	4	5
N	117	91	86	103
	183.36	212.77	227.91	180.64

Cases = 397 Chi-square = 11.639 p .05

Family Structure	Intact	Single Parent	Blended
Number	272	84	41
Mean Ranks	195.73	193.60	231.79

Chi-square = 4.71 NS

Table 10. Analysis of Variance Summary Table for Concept of Mother dependent on Family Structure Related to Grade

Source	DF	SS	MS	F
Main Effects	5	24.86	4.97	1.201 NS
Grade	3	16.35	5.45	1.317 NS
Family	2	11.36	5.68	1.37 NS
Family X Grade	6	17.54	2.92	.706 NS

Table 11. Pearson Product Moment Correlations of Concept of Self with Concepts of Parents

	Total Group	Intact	Single Parent	Blended
Concept of Self Concept of with Mother	r .24*	r .35*	r .55	r .20
Concept of Self Concept of with Father	.0310*	.33*	.01	.24

*p <.001

Table 11. Item Analysis by Family Structure

Adjective	Family Structure: Intact Raw Score	Intact %	Single Parent Raw Score	Single Parent %	Blended Raw Score	Blended %
afraid	42.	(15.4)	24	(26.4)	6	(14.6)
angry	53	(19.5)	14	(15.4)	8	(22.0)
awkward	32	(11.8)	11	(12.1)	7	(17.1)
bad	27	(9.9)	9	(9.9)	2	(4.9)
beautiful	60	(22.1)	28	(30.8)	10	(24.4)
bitter	15	(5.5)	6	(6.6)	0	(0.0)
brave	182	(66.9)	61	(67.0)	25	(61.0)
calm	144	(52.9)	36	(39.6)	21	(51.2)
careless	49	(18.0)	16	(17.6)	7	(17.1)
cheerful	192	(70.6)	68	(74.7)	30	(73.2)
complaining	68	(25.0)	13	(14.3)	7	(71.1)
cowardly	10	(3.7)	5	(5.5)	3	(7.3)
cruel	12	(4.4)	4	(4.4)	1	(2.4)
dirty	29	(10.7)	6	(6.6)	3	(7.3)
dumb	21	(7.7)	12	(13.2)	5	(12.2)
fairminded	109	(40.1)	42	(64.2)	16	(39.0)
foolish	40	(14.7)	7	(7.7)	3	(7.3)
friendly	240	(88.2)	76	(83.5)	35	(85.4)
gentle	143	(52.6)	41	(45.1)	23	(56.1)
gloomy	16	(5.9)	4	(4.4)	3	(7.3)
good	205	(75.4)	73	(80.3)	30	(73.2)
great	117	(43.0)	45	(49.5)	19	(46.3)
greedy	24	(8.8)	9	(9.9)	2	(4.9)
handsome	78	(28.7)	24	(26.4)	9	(22.0)
happy	222	(81.6)	68	(74.7)	30	(73.2)
healthy	218	(80.1)	67	(73.6)	29	(70.7)
helpful	186	(68.4)	65	(71.4)	33	(80.5)
honest	166	(61.0)	47	(51.6)	25	(61.0)
jolly	88	(32.4)	35	(38.5)	11	(26.8)
kind	170	(62.5)	57	(62.6)	12	(70.7)
lazy	80	(29.4)	28	(30.8)	13	(31.7)
lovely	54	(19.9)	31	(34.1)	6	(14.6)
mean	26	(9.6)	6	(6.6)	6	(14.6)
nagging	20	(7.4)	8	(8.8)	3	(7.3)
nice	170	(62.5)	72	(79.1)	31	(75.6)
polite	158	(58.1)	60	(65.9)	25	(61.0)
pretty	74	(27.2)	25	(27.5)	12	(29.3)
rude	17	(6.3)	5	(5.5)	2	(4.9)
selfish	16	(5.9)	3	(3.3)	2	(4.9)
showoff	26	(9.6)	13	(14.3)	5	(12.2)
strong	139	(51.1)	41	(45.1)	16	(39.0)
sweet	119	(43.8)	44	(48.4)	17	(41.5)
ugly	21	(7.7)	10	(11.0)	6	(14.6)
unfriendly	12	(4.4)	2	(2.2)	2	(4.9)
weak	14	(5.1)	8	(8.8)	2	(4.9)
wise	143	(52.6)	43	(47.3)	16	(39.0)
wonderful	95	(34.9)	39	(42.9)	16	(39.0
wrongful	15	(5.5)	4	(4.4)	5	(12.2)

PLEASE CIRCLE THE PERSON YOU ARE DESCRIBING:

YOU - 1 MOTHER - 2 STEPMOTHER - 3 NO-MOTHER - 4

FATHER - 5 STEPFATHER - 6 NO-FATHER - 7

READ THROUGH THIS LIST OF WORDS, THAN PUT AN X IN THE BOX BESIDE THE 15 WORDS WHICH BEST DESCRIBE THE PERSON YOU HAVE CIRCLED ABOVE.

☐ AFRAID	☐ GREAT	☐ UGLY
☐ ANGRY	☐ GREEDY	☐ UNFRIENDLY
☐ AWKWARD	☐ HANDSOME	☐ WEAK
☐ BAD	☐ HAPPY	☐ WISE
☐ BEAUTIFUL	☐ HEALTHY	☐ WONDERFUL
☐ BITTER	☐ HELPFUL	☐ WRONGFUL
☐ BRAVE	☐ HONEST	
☐ CALM	☐ JOLLY	
☐ CARELESS	☐ KIND	
☐ CHEERFUL	☐ LAZY	
☐ COMPLAINING	☐ LOVELY	
☐ COWARDLY	☐ MEAN	
☐ CRUEL	☐ NAGGING	
☐ DIRTY	☐ NICE	
☐ DUMB	☐ POLITE	
☐ FAIRMINDED	☐ PRETTY	
☐ FOOLISH	☐ RUDE	
☐ FRIENDLY	☐ SELFISH	
☐ GENTLE	☐ SHOW-OFF	
☐ GLOOMY	☐ STRONG	
☐ GOOD	☐ SWEET	